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ABSTRACT

This report contains a state of the art review of pre-college psychology for each state according to surveys conducted since 1963. To collect data the author searched ERIC, "Dissertation Abstracts," "Education Index," and "Psychological Abstracts." The author also wrote to departments of education in the states that had apparently not been surveyed and wrote various authors and researchers. The report is organized by state. For over 20 states, no information on the teaching of pre-college psychology is available; for some of the states minimal information is available. When information is available, half-page studies are reported which usually include purpose, methodology, and findings. For example, a survey concerning the status of psychology in the Georgia public school system was conducted in Georgia in 1973. Questionnaires were sent to 188 city and county systems. One hundred sixty-seven schools replied. The purpose of the survey concerned the number of schools offering psychology courses, credentials of those employed as psychology instructors, number of courses offered, and texts currently in use. Results showed that 59 of the systems offered a psychology course in at least one of their schools. The credentials of teachers were found to vary. Twenty five of the systems state that one or more of their teachers held a certificate in behavioral science. Thirteen systems stated that one of their instructors held a B.A. or B.S. in psychology. Four systems stated that their psychology teachers possessed other credentials. Titles of textbooks used at that time are also reported. (RM)

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Psychology in the States:

A Capsule Summary of the Nature and Status of Pre-College Psychology According to Selected Surveys Reported Since 1963

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Paper presented at the Great Lakes Regional Meeting of the National Council for the Social Studies in Oconomowoc, Wisconsin, March 27, 1981

F O R W A R D

In the year prior to this presentation I have searched the Current Index to Journals in Education, Disertation Abstracts, Education Index, Psychological Abstracts, and Research in Education, conducted an ECRI search, written departments of education in the states that had apparently not been surveyed and wrote various authors and researchers to learn about the surveys of pre-college psychology teachers to provide an up-to-date as possible review of the status of high school psychology courses.

As I write this report I am still receiving some unexpected reports from the field I have learned to expect the "unexpected" because much of the survey work done is informal and much is unpublished. There is also much variation in the approaches to research taken by various reporters,thus making generalizations and conclusions difficult. The future of research in this area and subsequent improvement of effort seems in doubt. In the last few hears, concurrent with limited Federal finding for regional inservice, the number of studies reported has diminished.

1. Alabama - no information available.
2. Alaska - no information available.
3. Arizona - No information available to date. Dr. Robert Stahl, Department of Secondary Education, Secondary Education, Arizona State University, Tempe plans a survey in the Fall of 1981.
4. Arkansas - No information available.
5. California - Parrott, G. Summary of results for the 1972 California high school psychology teachers survey. Unpublished paper, California State University at Sacramento, 1973. Questionnaires were mailed out to 200 high schools. One hundred sixteen replies were received. Sixty of the responding schools offered psychology as a course. Sixteen of courses were taught by a teacher with a major in psychology. Twenty three courses were taught by a teacher with a minor in psychology. Almost all teachers were interested in additional training and materials for teaching high school psychology.
   Parrott, G. and Setz, G., Psychology in California high schools. Teaching of Psychology Newsletters, December, 1970, pp. 10-11.

6. Colorado - Benson, G.P., Jacobson, L. and Vattano, F.J., A survey of high school psychology in Colorado. Fort Collins, Department of Psychology, Colorado State University, 1972. Unpublished paper.

The purpose of the survey was to obtain information related to three major questions (1) How many high schools are presently teaching psychology and how many plan to do so in the future? (2) What are the qualifications of those teachers who are presently teaching psychology? (3) What textbooks are used by Colorado high school psychology teachers? Two hundred forty five secondary schools listed in the Colorado Education Directory and a University mailing list were questioned. There was an 84% reply. The author found that of 206 schools replying that 131 offered courses in psychology, 11 planned to offer a course in psychology, and 64 schools did not plan to offer instruction in the subject. The typical academic preparation of the high school psychology teachers was in the social sciences, history, and social studies. Of those responding, 9.2% reported a psychology major. The textbooks used were Psychology: Its principles and applications, by Engle and Snellgrove (52.5%), Psychology: The science of behavior, by Branca (13.7%),

Psychology for living, by Sorenson, Malm, and Forehand (5.6%), Psychology today, by CRM publishers (4%), Psychology and life, by Ruch and Zimbardo (3.2%) and Introduction to the behavioral sciences, by Sandberg (1.6%).

7. Connecticut - The social studies consultant for the Connecticut Department of Education reports that 81 schools teach a course in precollege psychology. Otherwise no information is available.

8. Delaware - Hoffman, N., Report of survey of Delaware high schools. Wilmington, Wilmington Public Schools, 1973. Unpublished paper.
During the 1972-73 school year, questionnaires were mailed to 31 high school principals. Twenty-nine schools responded. Thirteen schools offered a separate course in psychology. In eight schools the course was taught by social science teachers. In five schools the course was taught by counselors, and English teachers, or special education teachers with psychology training. The textbooks used were Psychology: the science of behavior, by Branca (4 schools), Psychology, by Engle (4 schools), Psychology for living, by Sorenson (3 schools), Psychology, by Cox (1 school), General psychology, by Orgell and Moskowitz (1 school), Reading in Psychology Today, by CRM publications (1 school), and Introduction to the behavioral sciences, by Sandberg (1 school). One school indicated an assortment of paperback and dittoed materials were used.

9. Florida - Stahl, R.J., The Status of precollege psychology in Florida from 1970-71 through 1974-75: A report of a longitudinal study. Gainesville, University of Florida, 1976. ERIC Document ED147214 SO010423. 110 pages.
The results of a 1974-75 survey of Florida secondary schools that are concerned with the teaching of psychology are reported and compared with similar surveys made in 1970-71 and 1972-73. The purpose of the survey was to obtain a profile of schools offering psychology courses. The 1974 survey, a 40 item questionnaire, was mailed to 337 schools and gathered 227 responses. Data were collected on

the number of schools offering psychology courses, of students enrolled, and of other courses schools were offering which included psychological content. Data were also obtained on the racial mixture and sex of the students enrolled in psychology classes; the popularity of psychology courses; the academic preparation of psychology teachers; the behavioristic-humanistic biases of psychology teachers; and the methods used in the teaching psychology courses. Results revealed that psychology as a separate course of study was taught in 179 of the 227 secondary schools (78.9%). These results represent a slight increase in the total number of Florida secondary schools which offered separate course in psychology when compared with the previous surveys. Other findings show that psychology classes contain a racial mixture of approximately 80% white and 20% black students; the majority of students were females; generally, psychology teachers are satisfied with their academic preparation; few differences exist between behaviorist-oriented and humanists-oriented teachers; and most teachers use the lecture-discussion method.

10. Georgia - Jones, Q.R. and Berry, F.M., The status of psychology in Georgia public schools. Columbus, Ga., Columbus College, 1973. ERIC Document SO 007 441. 7 pages. ED 090 124

Questionnaires were sent to 188 city and county systems which make up the Georgia Public School System concerning the status of psychology in each system. One hundred sixty-seven schools replied. The purpose of the survey concerned the number of schools offering psychology courses, credentials of those employed as psychology instructors, number of courses offered, and texts currently in use. Fifty-nine of the systems offered a psychology course in at least one of their schools. The credentials of teachers were found to vary. Twenty-five of the systems stated that one or more of their teachers held a certificate in behavioral science. Thirteen systems stated that one of their instructors held a B.A. or

B.S. in psychology; four systems stated that their psychology teachers possessed other credentials. Seventy-eight percent of those responding reported textbook used. The texts used were Psychology for living, by Sorenson (52%), Psychology: Its principles and applications, by Engle (10%), and Psychology: The science of behavior, by Branca. The remaining 32% listed various other materials.

11. Hawaii - no information available.

12. Idaho - McFadden, H.B. and Rasewark, R.A. High school psychology in the Rocky Mountain Region. Journal of School Psychology, 1970, 8, 306-09.
Idaho was one of five states surveyed. Of 704 high schools surveyed 669 responded. From the results, two major findings emerged. First, replies indicated that 22,446 students were enrolled in 754 class sections at 285 (43%) schools. Second, with respect to the training of teachers the distribution of highest degrees earned was: None-1; Bachelors-219; Masters-134; Education Specialist-1; Doctors-3. Of those responding 15% were psychology majors.

13. Illinois- Gnagey, W.J. High school psychology in Illinois: A 1970 survey. Illinois Psychologist, January-February, March 1971, 21-22.
Using a computer printout provided by the state, a mailing was sent to 204 high school psychology teachers. Ninety teachers responded. Results indicated that based on the mean the typical teacher handles about 11 periods of psychology each week and instructs about 78 students. A mean of 29 hours of college psychology represented the subject matter preparation of teachers. In response to questions about texts the results were as follows: Psychology: Its principles and applications by Engle-39; Psychology: The science of behavior by Branca-10; Psychology for living by Sorenson and Malm-7; Psychology, by Morgan-5; and Psychology and life by Ruch-4. All other texts were mentioned once. A variety of "requests for assistance questions" indicated teachers are eager for assistance in developing methods and materials appropriate for instructing high school students.

Stahl, R.J., Matiya, J.C. and Hunt, B.S. Does setting make a difference?: A comparative study of pre-college psychology courses offered in urban-suburban and rural school settings. Paper presented at the annual meeting of the American Educational Research Association in Boston, April 11, 1980.

The results of 1978 survey concerned with status of the teaching of psychology in Illinois schools are reported. A 42 item questionnarie was mailed to 864 social studies department chairpersons and gathered 554 responses. Data were collected on topics that included schools offering psychology as a separate course (331); school enrollment (nearly two-thirds taught in schools with an enrollment of more than 1,000 students); length of course (three-fourths taught one semester courses), area of teacher certification (54.4 of the urban teachers were certified in social studies. There was a significant difference in urban and rural teachers view of the adequacy of their preparation.); and content included in the courses (personality theory, mental illness, and mental health were the top 3).

The study suggests that some of the assumed differences between urban-suburban and rural schools and their courses may not be supported by research evidence.

14. Indiana - no information available.

15. Iowa - See insert

16. Kansas - no information available.

17. Kentucky - no information available.

18. Louisiana - no information available.

19. Maine - Frey, R.B. A survey of the teaching of psychology in the secondary schools of Maine. Orono, ME., University of Maine, 1967. Available from the author.

The purpose of the survey was to obtain information related to three major questions: (1) How many high schools are presently teaching psychology and how many plan to do so in the future? (2) What is presently being taught under the label of "Psychology?" and (3) What are the qualifications of those teachers

#15 Remove citation and replace as follows

Iowa - Epley, S.W. and Schwerin, L.B. A survey of high school psychology in Iowa. American Psychologist, August, 1977, 686-89.

A survey of teachers of psychology courses in the state of Iowa in the 1975-76 academic year was done to answer three broad questions:

1. What teaching activities are required of high school psychology teachers?

2. What are the characteristics of psychology courses offered at the high school level?

3. What is the educational background of high school psychology teachers in the state of Iowa and what possibilities are offered in the area of continuing education?

Of 234 teachers contacted, 116 returned their surveys.

The respondents varied widely in the number of years they had been teaching, and responsibility for a variety of other social courses, certification were 52% social studies, 25% psychology, and 23% other social sciences. Teachers with limited formal training in psychology were predominant.

who are presently teaching psychology? One hundred ninety-six high schools and academies listed in the Maine Educational Directory for 1965-66 were questioned. There was a 97.9% response. The author found that of the 184 schools replying that (1) 30 offered courses in psychology, (2) 78 schools planned to offer a course in the future, (3) personality, mental health, learning, and maturation were the topics most often taught and, (4) regarding teacher preparation the mean number of credit hours taken by psychology teachers is 10, the median is 9 hours.

Chapko, M.K and Fuchs, A.H. The teaching of psychology in Maine high schools Brunswick Maine, Bowdoin College, 1972. Available from the author.

Questionnaires were sent in the spring of 1972 to 144 public and private high schools in Maine. One hundred eleven were returned. Of those responding 45.1% (50) offered a course in psychology. The courses offered were predominantly half-year courses. Only 38.9% of the fifty-four teachers of psychology either majored (n=9) or minored (n=12) in psychology. The texts in use were as follows: Psychology: Its principles and application by Engle and Snellgrove (53.7%), Psychology for living by Sorenson, Malm, and Forehand (11.1%) and Introduction to the behavioral sciences by Sandberg (7.4%).

20. Maryland - Orenstein, H. Survey of teaching of psychology in Maryland high schools. Unpublished paper, Western Maryland College, 1974.

In January of 1974, 269 questionnaires were sent and 146 were received. As of the 1972-73 school year the teachers surveyed taught psychology in 87 schools. A variety of textbooks were reported to be in use with Psychology: Its principles and applications used by 25% of those surveyed. Areas of concentration in college for psychology teachers in the sample were 30% as a major and 20% as a minor.

21. Massachusetts - Goodale, R.A. A survey of high school teachers of psychology in Massachusetts. Teaching of Psychology Newsletter, June, 1970, pp. 7-8.

22. Michigan - Anderson, R.L. Psychology in Michigan's high schools. American Psychologist, 1965, 20, 169.

    A survey of 57 secondary schools in Michigan reporting psychology as one of their course offerings was conducted in the spring of 1963. Thirty-seven schools responded to the request for information about the nature of the course, the characteristics of the pupils involved, and the qualifications of the teacher. Findings indicated the course was primarily a college preparatory and/or social science curriculum elective for juniors and seniors. Two thirds of the courses were 1 semester in length. Two textbooks; Engle's Psychology and Sorenson and Malm's Psychology for living were used in 90% of the schools. The number of semester hours of credit earned in psychology by the teachers ranged from 5 to 54. Seventeen semester hours was the median for the group.

23. Minnesota - The social studies consultant for the Minnesota State Department of Education reports that of 435 school districts surveyed for the 1978-79 school year 210 offered a course in psychology. Otherwise no information is available.

24. Mississippi - Stahl, R.J. The status of precollege psychology in Mississippi: The final report of a survey study in 1975-76. Columbus, Miss.: Mississippi University for Women, 1977, ERIC Document S0010911, ED155 091, 149 pages.

    The purpose of the survey was to obtain a profile of major psychology activities, separate psychology courses, objectives, textbooks, approaches, and teaching methods. A questionnaire was mailed to 388 Mississippi school principals, with a request to forward the questionnaire to the teachers who taught psychology courses in their schools. One-hundred and ninety eight principals responded. The report is concerned with the 35 teachers who actually taught psychology courses. Findings indicated

that most precollege psychology courses were: (1) related to personality theory, emotions, and social behavior; (2) offered as elective courses in public schools to 11th and 12th grade students; (3) increasingly popular among students; (4) taught by a combined lecture/discussion method; (5) directed toward helping students better understand and accept themselves as individuals; (6) offered in white rural, urban, and suburban schools with student enrollments between 150 and 350 and between 501 and 1,000 students; and (7) taught by social studies teachers who used at least one of the state-adopted psychology textbooks.

25. Missouri - no information available.

26. Montana - Walsh, J.A. and Walsh, R. High school psychology in Montana, unpublished paper, University of Montana, 1973.

Questionnaires were sent to 194 public, private and special secondary schools listed in the Montana directory of educational institutions. Of the 124 schools that responded 42 offered a course in psychology. The questionnaire dealt with the existence, content, scope, and structure of high school psychology. Seventy-six percent of the schools offered one semester courses. Twenty-four percent offered full year courses. Twelve to thirteen hundred students were enrolled in psychology courses in 1972-73 primarily juniors and seniors. Approximately 389 of the teachers held either a bachelor's degree or a graduate degree that included considerable background in psychology. Another 38% had undergraduate minors in psychology. Approximately 289 had other kinds of preparation. Seventeen different texts were used: Psychology by Engle (30.9%), Psychology for living (9.5%), Living psychology (95%), Psychology: its principles and applications (7.1%), Psychology today: an introduction (4.8%), and other texts not named. There was a moderate bias toward adjustment-oriented texts and a variety of methods were reported.

Also, see McFadden and Pasewark abstract number 12 for Idaho.

27. Nebraska - no information available.

28. Nevada - no information available.

29. New Hampshire - Davis, J.R. Survey of the teaching of psychology in the secondary schools of the state of New Hampshire, 1960-74. Unpublished paper, University of New Hampshire, 1976.

    Results of a survey conducted in 1974 are presented. All New Hampshire public schools responded. Responses show that 55 teachers in 42 of 79 total schools taught psychology to 2,352 students; 37 of the schools taught a general psychology type of course; personality, mental health and illness, and learning are the most frequently covered topics; that teacher preparation in psychology averaged 14.6 undergraduate hours and 10.7 graduate hours; and that of 21 of 52 teachers responding seven different textbooks as well as a variety of other materials were used.

30. New Jersey - no information available.

31. New Mexico - no information available.

32. New York - Platt, M. Preliminary report of survey on the teaching of psychology in New York city high schools. Unpublished paper, Hunter College, 1977.

    The researcher sent a questionnaire to 228 schools in the five boroughs of New York City and 113 responded. Seventy-five of the responding schools reported they offered one or more psychology courses. One course (66% of respondents) or two courses (27%) were being taught for one (61%) or two (34%) semesters to junior and senior year students (more than 85% of respondents). To describe their course emphasis, teachers cited most often individual behavior (cited 62 times), personal adjustment (47 times) and group behavior/social processes (24 times). Of the teachers responding 76% had a master's degree and 3% had a doctor's degree. Preparation of teachers included 23% with psychology as an undergraduate major. Fifty-four percent of the teachers have earned 40 or less credits in psychology at the graduate and undergraduate level, combined. Thirty-three percent earned between 41 and 80 credits. The remainder earned between 81-160 credits.

33. North Carolina - The social studies consultant for the North Carolina Department of Education reports that in the 1979-80 school year that there were 250 precollege psychology classes with a total student membership of 6,500. Otherwise no information is available.

34. North Dakota - no information available.

35. Ohio - Schumacher, G. High school psychology in Ohio, 1966-71. Ohio Psychologist, 1971, 18 (1), 5-6. **Not avaiable.**

    Schumacher, G.M. A survey of Ohio high school psychology. Ohio Psychologist, 1972, 18 (4), 6-8. **Not avaiable.**

36. Oklahoma - Hampton, J.D. et al. High school psychology in Oklahoma: 1972. Tahlequah, Oklahoma, Northeastern State College, 1973. ERIC Document SO 007439. ED 090 133. 3 pages.

    Four hundred seventy-eight questionnaires were sent and 209 received to determine the number of high schools that taught psychology, the orientation of the courses, the textbooks used, and the content preparation of teachers. One hundred twelve had a psychology program at the time of the survey. Teachers emphasized approaches to understanding life (83%) more than a science or survey approach (17%). The lecture-discussion mode predominated (67%). The textbooks used were Psychology: Its principles and applications by Engle and Snellgrove (42%), Psychology: the science of behavior by Branca (14%), Psychology by McKeachie (119%), Introduction to behavioral sciences by Sandberg (5%), Psychology today published by CRM (4%), Living psychology by Hershey (3%), Successful living by Peterson (1%), and no textbooks used (4%).

37. Oregon - Kremer, R.J. Objectives, Course content and preparation of teachers for psychology classes in Oregon high schools - (Doctoral dissertation, 1968). Dissertation Abstracts International, 1968, 29, 1131 A..

The purpose of the investigation was to examine the status of high school psychology in the state of Oregon by comparing Oregon high school psychology with (1) general information from the literature, (2) information from a survey of 130 high school psychology teachers in the United States, (3) information obtained from 31 psychologists known to be interested in high school psychology, and information obtained from the Oregon State Department of Education. A questionnaire was developed, validated, and sent and received from 37 teachers. Based on the data gathered (1) the objectives stressed in high school psychology classes in Oregon are not like those stressed by the three criterion groups (2) psychologists and national teacher sample disagree with the emphasis placed by Oregon teachers on Learning Family Living, and philosophy of life objectives, and (3) that Oregon teachers are generally better prepared than the average of psychology teachers in the United States.

38. Pennsylvania - Sweely, H.D. A survey of the status of high school psychology in Pennsylvania - 1976. Shippensburg State College, 1976. Unpublished paper. Five hundred and five school districts were presented with a pre-college questionnaire. Eighty-one percent of the districts responded, and fifty-three percent said psychology courses were offered. Three hundred and eight psychology teachers were identified. One hundred seventy four (56%) returned the survey. The questionnaire included questions related to student enrollment, teacher preparation and certification, grade level assignment of high school psychology, duration of courses, course titles, textbook utilization, supplementary curriculum materials, subject matter taught and teacher perception of workshop needs.
39. Rhode Island - no information available.
40. South Carolina - Kasschau, R.A. and Michael, T.D. Psychology in South Carolina high schools in 1973: A survey of teachers. Unpublished paper, University of South Carolina, 1973. Unpublished.

41. South Dakota - no information available.

42. Tennessee - no information available.

43. Texas - no information available.

44. Utah - McFadden and Paseqark in their 1970 report of high school psychology in the Rocky Mountain Region included Utah teachers in their survey. See abstract number 12 for Idaho.

45. Vermont - According to the Vermont Department of Education social studies consultant in the school year 1977-78 of 64 Vermont secondary schools 42 offer a separate course in precollege psychology. Otherwise, no information is available.

46. Virginia - no information available.

47. Washington - The Superintendent of Public Instruction's office will provide the abstracter up-to-date information about the number of schools listing psychology courses in April 1981. Otherwise, no information is available.

48. West Virginia - no information available.

49. Wisconsin - Dietrich, Coralie. Corespondence with the researcher regarding a 1979 questionnaire sent to and received from Wisconsin teachers. Stevens Point, Wisconsin, January 30, 1980.

    Dietrich conducted a survey of Wisconsin high school psychology programs to collect demographic and course offering information. Among the highlights of the survey findings are the following: (1) there is high course emphasis on individual behavior, prsonal adjustment, and mental hygiene; (2) teachers view the objective "to help students understand themselves and others" as very consistent with objectives for their course; (3) teachers use a variety of student activities and testing methods; (4) a high percentage of teachers (84.1%) are certified to teach psychology (22 or more semester hours of credit); (5) there is a high use of Psychology Today as a reading resource and; (6) abnormal psychology (44.3%), comparative psychology (11.3%) and experimental psychology (40.0%) are areas of psychology that are viewed as needing updating or basic training.

LoGuidice, T. A preliminary analysis of a survey of Wisconsin teachers of high school psychology. Kenosha, Wisconsin, Carthage College, 1980. Unpublished. In preparation for a National Science Foundation Proposal 85 teachers responded to questionnaires requesting information about years of teaching psychology, teacher aids used, and areas for updating or basic training. Highlights of survey follow: (1) teachers have taught psychology as a separate course or part of another course 1-4 years (23.8%), 5-8 (32.1%), 9-12 years (25%), 13-16 years (11.9%), and 17-20 years (7.2%); (2) a reference service for students, and materials for slow learners were ranked as needed teacher aids and; (3) behavior genetics and the brain and human behavior were areas of psychology for updating or basic training.

50. Wyoming - McFadden and Pasewark in their 1970 report of high school psychology in the Rocky Mountain Region included Wyoming teachers in their survey. See abstract number 12 for Idaho.